

NO. 1
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no. 117

THE NEW ENGLAND
ASSOCIATION OF TEACHERS OF ENGLISH

ORGANIZED FEBRUARY 28, 1901

E. CHARLTON BLACK, PRESIDENT

F. W. C. HERSEY, SEC'Y AND TREAS.

CHARLES SWAIN THOMAS, EDITOR

Editorial correspondence should be sent to the Editor at Newtonville, Mass.; business correspondence should be sent to the Secretary-Treasurer at 17 Lawrence Hall, Cambridge, Mass.

LEAFLET
NO. 117

THE EDITOR

APRIL
1914

EDITORIAL NOTES

At our last meeting the following officers were elected: E. Charlton Black, Boston University, President; George H. Browne, Browne-Nichols School, Vice President; Frank W. C. Hersey, Harvard University, Secretary-Treasurer; Charles Swain Thomas, Newton High School, Editor; Executive Committee (with the above), Alfred M. Hitchcock, Public High School, Hartford, Conn.; William D. Parkinson, Superintendent of Schools, Waltham; Clara F. Palmer, Chicopee High School; Caroline M. Gerrish, Girls' Latin School, Boston.

To our retiring president, Mr. Oscar C. Gallagher, the Association extends its heartiest thanks. All who have been present at our meetings can pay fitting tribute to his ability as a presiding officer. But it is the members of the Executive Committee that know by intimate contact the unusual worth of the service he has rendered. He took his tasks seriously and he executed them skilfully. And in the same paragraph that we pay this tribute to our parting president, let us grant a hearty welcome to our new leader—Professor E. Charlton Black of Boston University.

In some future issue of the *Leaflet* we hope to print the admirable paper which Mr. Samuel Foss Holmes, of Worcester Academy, read at our recent meeting—*The College Equipment for the English Teacher in Subjects Other than English*. The hints he gives are items the prospective English teachers should ponder.

The Report of the Committee on the training of English Teachers, enclosed with this *Leaflet*, is a reprint from the

April number of *Education*. For courtesies extended in connection with this arrangement the Association is indebted to Mr. Frank H. Palmer, editor and publisher of *Education*.

It is hoped that the Report of the Committee on the Training of English Teachers will be seriously considered by the New England colleges. From the testimony secured it is obvious that more serious attention should be paid to the pedagogy of English. Boston University is admirably situated to offer a very definite course for young teachers now in service. The Saturday class, which the report definitely suggests, would open up large opportunity. Co-operation between the neighboring high schools and the Department of Education at Harvard should be more fully developed. The Department of English of Harvard could provide in her Summer School a course that would deepen and intensify interest in modern methods of English teaching.

In discussing the report, Supt. F. E. Spaulding, of the Newton Public Schools, emphasized the need—imperfectly felt in high school and college teaching—for a lower mortality rate among pupils. Every pupil should be reached; every pupil should in some way be incited to do passing work; every teacher failing to secure such results should consider his work a failure. With this opinion, qualified a bit so as to admit the presence of a small percent of incompetents among pupils, we are in hearty accord, and we think Dr. Spaulding's point needs constant iteration. We nevertheless maintain that the committee was right in excluding that point from its report. The committee was concerned in discovering and emphasizing the objective means and appliances for developing competency—such means as would, consciously or unconsciously, develop in the student the highest possible power when he came to teach. Such training would of course assume the acquirement of high ideals and rigid self-criticism—an idealism and a rigidity that would establish in practice—among countless desiderata—a low mortality rate.

Frequent mention has been made in our *Leaflets* of the Hopkins Report on the Cost and Labor of English Teaching. Through the courtesy of Professor Hopkins the Association was able to distribute to those in attendance at our last meeting copies of this illuminating document. Many

will be glad to know that Professor Hopkins and his committee are soon to start an investigation into the cost and labor of English instruction in our elementary schools.

For five years we have been waiting to hear Professor William Lyon Phelps, and the address he gave us at our last meeting was worth the long wait. With a charm that revealed a rare combination of humor, literary feeling, and the significance of the concrete, he told us of his literary pilgrimages in England. He made these so definite and real that we shared the pleasure and the enthusiasm which his travels had given him. We liked particularly the individual touch that humanized and vitalized the address.

Mr. Samuel Thurber, Chairman of the Committee on Local Conferences, in reporting the work of the committee, emphasized the possibility of co-operation with women's clubs throughout New England. The program, printed below, arranged by Mr. Thurber and the Kosmos Club of Wakefield, illustrates what may be repeated in the future.

GENERAL TOPIC

The Teaching of English at Home and at School

I. The Point of View of the Teacher

MR. CHARLES SWAIN THOMAS, The Newton High School

II. Problems of the Parent

MRS. WALLACE C. BOYDEN

III. What shall our Children Read?

PROFESSOR WM. ALLAN NEILSON, Harvard University

IV. Questions and Discussion

We should like to encourage the suggestion for more active co-operation between the Department of Education at Harvard and departments of English in the neighboring high schools. This proposition, emphasized at the last meeting by Professor Henry W. Holmes, is in line with the policy of this Association to favor all means to advance the permanent efficiency of English teaching. We are aware that this advance does not come through the multiplicity of trick or device but through the deepening of a teacher's conception of duty and power. We are sure that the Department of Education at Harvard is basing its instruction upon this larger design. By co-operation this idea ought

to be more widely disseminated and more firmly emphasized.

An editorial writer in the Educational Bi-Monthly said recently that the National Council of Teachers of English has set a new standard of efficiency for educational organizations. Those who attended the third annual meeting of the society concur in this opinion. In about two years the Council has grown to a membership of 1700 individual members and 23 affiliated societies whose combined membership is several thousand. The Council has eleven Committees actively at work, all of which reported at the meeting. One of these recommended for adoption the report of the Joint Committee on Grammatical Nomenclature. Another presented important facts and principles with regard to the articulation of the Elementary Course in English with the High School Course. A third offered a printed list of home reading for high school pupils, which is copyrighted and destined to a wide popularity. Among the Reports of Progress were those of the Committee on English in the Country School, on Plays for Schools and Colleges, on the Preparation of High School Teachers of English, and of College Teachers of English, and on the Reorganization of the High School Course in English. The last is a joint committee of the National Council and the N. E. A., which has published a preliminary report, to be had by addressing the Chairman at 68th St. and Stewart Ave., Chicago, Illinois. The Report on Articulation is to be issued as a monograph by the National Bureau of Education, together with a report on Types of Organization of High School English recently made to the Council and a set of high school courses in English actually in use.

Eleven new directors were elected at the last meeting of the National Council:

- Nathaniel W. Barnes, DePauw University, Greencastle, Ind.
- Emma J. Breck, Oakland High School, Oakland, Calif.
- C. C. Certain, Central High School, Birmingham, Ala.
- John M. Clapp, Lake Forest College, Lake Forest, Ill.
- Wm. D. Lewis, Prin. Wm. Penn High School, Philadelphia, Pa.
- Sarah J. McNary, State Normal School, Trenton, N. J.
- A. E. Minard, Agricultural College, N. D.
- Fred N. Scott, University of Michigan, Ann Arbor, Mich.
- Charles W. Kent, University of Virginia, Charlottesville, Va.
- O. B. Sperlin, Tacoma High School, Tacoma, Wash.
- Sarah E. Simons, Central High School, Washington, D. C.

The following officers were elected:

President, Franklin T. Baker, Teachers College, Columbia University.

First Vice-President, Charles W. Kent, University of Virginia.

Second Vice-President, V. C. Coulter, State Normal School, Warrensburg, Mo.

Secretary, James F. Hosic, Chicago Normal College, Chicago, Ill.

Treasurer, John M. Clapp, Lake Forest College, Lake Forest, Ill.

[Item from Council Committee on Publicity.]

RECENT ENGLISH BOOKS

Tennyson's *Idylls of the King*, edited with introduction and notes by Willis Boughton, Ph. D., teacher of English in Erasmus Hall High School, New York City. Price 30c. Standard English Classics. Ginn & Co.

This new edition includes the five idylls selected by the National Conference on Uniform Entrance Requirements in English.

Poems of Wordsworth, Shelley, and Keats, edited by W. P. Trent and John Erskine, professors of English in Columbia University. Price 25c. Ginn & Co.

This edition, published in the Standard English Classics, includes all the poems by Wordsworth, Shelley, and Keats that are included in Palgrave's anthology.

Minimum College Requirements in English, R. L. S. Price 75c. Houghton Mifflin Company.

This edition includes *Macbeth*, Milton's *Minor Poems*, Burke's *Conciliation*, and Macaulay's *Johnson*.

Aldine First Language Book by Catherine T. Bryce and Supt. F. E. Spaulding of the Newton Public Schools. Designed for Grades Three and Four. Newson & Company.

Byron's *Childe Harold and Other Poems*, edited by Hardin Craig of the University of Minnesota. Henry Holt & Co.

Hughes's *Tom Brown's School-Days*, edited by W. Huston Lillard, Phillips Academy, Andover. Henry Holt & Co.

English: Oral and Written, by A. R. Brubacher, Ph.D., Superintendent of Schools, Schenectady, N. Y. and Dorothy E. Snyder, Head of the English Department in the High School, Schenectady, N. Y. Illustrated, cloth, 392 pages. Price \$1.12. Charles E. Merrill Company, New York.

Cooper's *The Spy*, edited by Professor Lindsay Todd Damon, Brown University. Price 40c. Scott, Foresman and Company.

FOR COLLEGE FRESHMEN

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By **FRANCES BERKELEY YOUNG**, formerly Instructor in the University of Wisconsin, and **KARL YOUNG**, Associate Professor in the same. xii+679 pages. 12mo. \$1.25.

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ESSAYS FOR COLLEGE MEN

Edited by **NORMAN FOERSTER**, **FREDERICK A. MANCHESTER**, and **KARL YOUNG**, of the University of Wisconsin. 390 pp. 12mo. \$1.25.

This collection of fourteen essays is primarily intended to be used as a textbook in "Freshman English." Among the authors represented are President Wilson, Newman, Huxley, Tyndall, Arnold, and William James.

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Instructor in English.

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LEAFLET

NO. 117

REPORT OF THE COMMITTEE ON THE
TRAINING OF ENGLISH TEACHERS

APRIL

1914

The Training of English Teachers

REPORT OF THE COMMITTEE OF THE NEW ENGLAND ASSOCIATION
OF TEACHERS OF ENGLISH.

WE, the Committee on the Training of English Teachers, in submitting our report, desire first to explain to the members of the Association the limits we have set for ourselves. The phrase *English teachers* in its broad connotation includes teachers in all grades of schools, but in its narrower and more technical meaning it refers to those who are specialists in their field—those whose instruction is largely restricted to English. Thus narrowed, the term has, for the purpose of this inquiry, been interpreted to include only those whose English teaching is being done in the colleges and in the secondary schools.

We are glad to allude in passing to the splendid work which the state and city normal schools are doing for those who teach English in our elementary grades. Such work was early organized and has been carried out with rare industry and skill, and is now accepted as a necessary part of the training of those who teach reading, grammar, and composition in grades below the high schools. Indeed, the successful work accomplished in this field has been one of the motives that has prompted our present inquiry.

Our investigation has been limited as to territory. We know that Teachers College at Columbia University and many of the colleges and universities of the Middle West and the Far West

have done most efficient service in the training of students for future English teaching in colleges and in secondary schools. As a committee, however, we have made no detailed study of the scope and the method of this work throughout the United States. We have elected to make our investigation regional in character—to learn in detail of the conditions, actual and possible, in New England alone.

We were interested first in discovering what has been attempted in the training of secondary teachers, not along special English lines, but along all lines of high school instruction and administration. We have learned that it is only in recent years that a need for the training of secondary teachers has been strong enough to induce the institutions of higher education to take up this work in any systematic way. In New England, Clark University was a pioneer. Harvard, Brown, Wellesley, Radcliffe, and Mount Holyoke had within the next ten years followed the example which Clark University had set in 1899. Since 1899 there have been similar educational courses established at Simmons, the University of Maine, Middlebury, University of Vermont, Massachusetts Agricultural College, Yale, Rhode Island State, Bowdoin, Smith, and Boston University.

These departments have emphasized only indirectly the training of English teachers. The courses have treated the general problems of education, have analyzed general conditions in secondary education, and incidentally have touched upon instruction in English.

For several years Brown, Harvard, Radcliffe, and Wellesley have made provision for practice teaching; and here very direct and very special training has been given in the teaching of English. Many students in the educational departments of these colleges have been allowed to take charge of the classes in the neighboring high schools. By this arrangement, a student has been granted the opportunity to teach a given English class for a half year, and in some cases for a full year.

In this practice work the student-teacher has received the criticism of some member of the college staff and also the criticism of some member of the school staff—either the head of the English department or the high school principal or both. In general the

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has been no co-operation with the English departments of the colleges offering the instruction.

But in other ways the English departments in the New England colleges have from the day of their organization been fitting their graduates to teach English in other colleges and in secondary schools. Boston University, through her courses in English literature and English composition, has been continuously conscious of the fact that many of her graduates would go directly into the secondary schools to teach English; she has therefore deliberately adjusted her methods of instruction to serve this large clientèle. And this condition has likewise influenced the instruction in other New England colleges where many of the graduates have expected to teach high school English. Harvard and Yale have known that their graduate students in English would, for the most part, take for their life work the teaching of College English, but their emphasis has fallen on scholarship and has only incidentally touched upon the pedagogical methods that their graduates should later employ.

In many cases the methods used by professors of English in New England have been methods that the student, promoted to a teacher, could profitably adopt. The inspiration of real pedagogical skill has somehow been unconsciously imparted. In many other cases these inexperienced teachers, emerging from years of research methods, have not easily recovered from the chilling effect of attempting to teach English composition to crude college freshmen. The courses in the graduate school, Gothic and Old French, for example, have not necessarily been of value in helping them to meet the practical problem of handling English classes efficiently.

Although these facts have for a long time been patent to the college authorities—and most of all to the English staff—it is only recently that the English departments of the New England colleges have begun to offer courses specifically designed for the training of English teachers. The most direct attempt—as far as this committee is aware—is a course begun in 1913 at Harvard University—a course officially designated as English 67.*

*A full account of this course, written by Professor Greenough, is published in the "English Journal", February, 1913. From that article the facts incorporated in this report are taken.

Most of those who elect this course are graduate students who expect to teach English the ensuing year to college freshmen. This course, as organized by Professor C. N. Greenough, has two distinct functions. Its aims are (1) to perfect the student in the art of writing, and (2) to give distinct help in the teaching of English composition. It is the second of these aims that directly concerns our committee.

From Professor Greenough's paper in the *English Journal* we learn that provision is made for three distinct branches of teacher-training: "(1) observation of actual work in English A (a prescribed course in English Composition); (2) practice in correction of manuscript; (3) practice in instruction by conference and by class exercise."

To observe systematically the work in English A, the themes of ten English A students are continuously open to the inspection of each student in English 67, a separate group for each prospective teacher. Each man in English 67 arranges systematically the errors which these freshmen make, notes the methods used for their elimination, and watches their rate of disappearance. He comes to know what type of subjects are suitable for freshmen, what reading should accompany the composition work, and a hundred useful items that an inexperienced teacher learns in practice only at tremendous cost.

The students in English 67 get their experience in theme correcting by criticizing each other's themes and by criticizing selected freshmen themes that have been printed in wide spacings with all errors retained. This latter device is particularly well designed for class-room criticism and for the instructor's specific comments.

Practice in instruction is secured by having the student prepare lectures suited to college freshmen on which he receives criticism from his fellow students and from the professor in charge. Conference methods are illustrated by allowing the student to talk with the professor about the errors made on the ten English A papers.

From this brief summary it is easily apparent that Harvard is doing systematic work in the direct training of English teachers. The student who takes English 67 is made consciously aware

of pedagogical methods. He learns under supervision practical ways of planning composition courses and well-tried devices for the elimination of recurring types of errors. He has the opportunity of having his lectures to imaginary freshmen adequately criticized; and he gets practice in conference work. When we remember that to all these advantages is added the opportunity to observe the constant work of an experienced teacher conducted in an atmosphere that has inevitably aroused a curiosity concerning true pedagogical principles, we can easily understand the faith which the Department of English at Harvard has in the effectiveness of this newly organized course.

A course for prospective high school teachers of English, less elaborate but somewhat similar in design, has been conducted for several years by Professor Clara F. Stevens at Mount Holyoke College. A graduate has supplied us with the following brief comment on the course.

"The aim of the Teachers' English Course at Mount Holyoke was to familiarize its students, so far as possible, with the conditions and demands of high school English teaching. To this end, typical books from the college entrance list were studied with a view to teaching them. The following questions were considered: the best year for teaching a given book; the probable allowance of time; the essential points to be brought out; the amount of reading aloud in the class-room; the possible composition subjects based upon selections. General teaching plans for each high school year were outlined and exchanged for criticism. The plan for the freshman year was later made in detail, covering every recitation. Complete outlines of the work on certain books were made.

"For advice and information on the problems of teaching English, each student was referred to some former member of the class or college who was then teaching English. Sets of themes secured from these sources were discussed, graded, and returned. Accounts of experiments in any line of the work were welcomed. At least one report of a visit to a high school class in the subject was required.

"Each student had one chance to conduct the class as though it were some high school section. The lesson for the day was indicated as a review of *The Tale of Two Cities*, a comparative

study of two *Idylls of the King*, or a reading lesson in *Julius Caesar*. These experiments were followed by frank discussion of the leader's success and her probable plan for the period.

"The final paper was the result of three months' investigation of some topic connected with the teaching of high school English.

"What I gained from the course was not a set of teaching plans—I have never used mine—but a habit of mind which has saved me incalculable time. I learned to see a long way ahead, and to see each recitation in relation to larger wholes,—the plan for the week, the plan for the book, and the plan for the work of the year."

So far as the committee knows, the only other course in New England that has offered to secondary teachers of English the same sort of direct and specialized training, is the course which was offered last summer at the Hyannis Summer School by the chairman of this committee.

Those who elected the course were for the most part teachers who had already had experience in teaching English; but they elected the work for the purpose of getting new conceptions of methods and of questioning those methods they had already used. The work was conducted as a seminar. The discussions centered around three themes: (1) grammar; (2) composition; (3) literature.

The practical value of technical grammar was discussed in its various phases. In composition the students of the course wrote themes which were corrected by one another and by the instructor in charge. The class discussed such topics as the relative value of themes based on the literature and of themes based on experience, the number of themes to be written during a school year, the question of rewriting themes, the relative value of the long and the short themes, the best methods for the eradication of specific types of errors, the handling of oral composition work and the relative time to be spent upon it.

In dealing with literature the class took for practical study and recitation, types of the various selections common to the high school course—lyric forms, a drama, an essay, a short story, and a novel. By taking these up in a manner similar to the way they would be taken up in a high school course, the students got new

conceptions of the general method of treatment, the types of questions to be asked, and the devices by which new interest might be aroused. Such practical questions as the handling of outside reading, the relative attention to be paid to modern and to classic literature, the use of magazines, care in giving assignments, the high school play, the mastery of new words and allusions—these and a score of related topics were formally and informally discussed. Freedom in asking questions and willingness to contribute personal experiences added largely to the helpfulness of the course.

Your committee has gone further than to record what is already being done for the training of English teachers. We have secured from teachers—principally from those having but a few years' experience—a mass of testimony concerning the methods they would pursue were they—in the light of their present experience—to set about systematically to prepare themselves to teach English.

This information has been secured in two ways. (1) We have invited into conference groups of teachers who have given us information designed to aid us in offering to prospective English teachers, advice that has the support of experience. (2) We have also sent to many young teachers—graduates of New England colleges—the set of topics and questions which follows, and have asked for their written comments.

QUESTIONNAIRE ON THE TRAINING FOR ENGLISH TEACHING.

1. A brief description of your college training in English.
2. Your present work.
3. A brief comment on courses, other than English course, that have proved helpful to you in your work as an English teacher.
4. English courses that have proved especially helpful to you in your English teaching.
 - (a) Furnishing material.
 - (b) Directly aiding you in methods of instruction.
5. Mention courses—English or non-English—whose omission you regret. Comment.
6. Mention any non-English courses, taken with the idea that they would aid your English teaching, that proved disappointing or fruitless. Comment.

7. Do you think of any type of course that should be added to the college English curriculum—such, for example, as an advanced survey course on the study of literary movements?
8. Would you have been helped by a course specially designed for the training of English teachers?
 - (a) Would this be equally helpful in composition and in literature?
 - (b) Should such a course be given by a member of the staff or by some one from the Department of Education?
 - (c) If designed for secondary English work, should such a course be given by a college professor or by a high school teacher?
 - (d) Would such a course be more helpful after, or before, or during a period of actual teaching experience?
 - (e) Should it be accompanied by practice teaching?
9. Be sure to add to this any details that occur to you as of possible help to the committee. Do not avoid being personal and informal. Emphasize the experiences that have proved of exceptional worth, and elaborate these fully. Remember that we are working to help a future generation of English teachers.

The committee will assume the privilege of making free use of all contributed material, except such matter as you may prefer to designate as confidential.

From a close study of both the oral testimony and the written replies to the questionnaire, we have drawn the following summary, omitting comments on answers to Questions One, Two, and Nine. Questions One and Two were included for the purpose of measuring personal bias; the answers to Question Nine are distributed within the summary.

QUESTION THREE

As English study is limitless in extent it is easy to understand why the teachers have found the non-English courses continually contributing to their work. Even the very partial and selected enumerations of our correspondents are extensive and varied:

Greek, Latin, French Classic Drama, German Literature, Dante in the original, Homer in English, Classical Drama, Historical and Literary study of the Bible, Poetics, History, Philosophy, Logic, Psychology, Art History, and Mathematics.

As a typical answer to question three we quote the following: "My courses in history, philosophy, and foreign languages,

specially classics, have been invaluable to me as student and teacher of English literature. I can think of no single study which has done so much to enrich my mind and deepen my understanding of literature and life as that of Dante, nor do I believe that I should have profited more, as a teacher, by substituting therefor one or several courses in nineteenth century English literature, composition, psychology, or pedagogy. Much the same might be said of my study in the original of some other masterpieces of world literature, for example, *Faust*."

QUESTION FOUR

In answering Question Four—the English courses that proved specially helpful either in furnishing material or providing hints or methods of instruction—our correspondents mention specifically nearly every type of course now offered by the English departments of our colleges. It is notable, however, that comparatively few mention the courses in composition. Far more help, apparently, has come through the literature courses—at least it is the literature courses that are mentioned.

One high school teacher phrases his experience thus:

"I learned all the method I have from two men utterly different in matter and in manner. But both were without pedantry; both believed that teaching literature was imparting life; and they read and acted, re-created for us the life of the time and writer, and reached at us when we were unaware. There was little of the dead and buried questioning to which the class is often subjected, but we were compelled to learn. No one was compelled by threat or fear; but we were led to the fountain and convinced that the water of life was within our reach. And only a fool would go away thirsty."

There is common mention of the fact that helpful methods were more frequently learned from the teachers in the secondary school than in college. Two correspondents who have had normal school training—one in the Boston Normal School and one in a state normal—speak in strong approval of the pedagogical training there received. Two others have mentioned their talks with their professors outside of class as offering them the best kind of help in class management and method.

Out of the varying testimony given in answer to Question Four one fact comes out with emphasis,—it is not the specific type of course that has proved most helpful; it is the personality of the teacher who directed the course. Many professors of English in our New England colleges are named—men whose insight and sympathy have won high respect and have spurred the student on to higher attainment. Sometimes the devices and methods of these college teachers have been adopted and have proved successful in practice. More often the personality of the college teacher has supplied the stimulus that had enabled the student when promoted to teacher, to work out his own methods.

QUESTIONS FIVE AND SIX

Some of the college courses that our correspondents regret having omitted are named below:

1. Early English Literature.
2. Fine Arts and Aesthetic Theory.
3. Logic.
4. Elocution—Public Speaking.
5. Greek and Advanced Latin.
6. History.
7. Science.
8. Nineteenth Century Philosophy.
9. Economics and Sociology.
10. Anglo-Saxon.
11. Shakespeare.
12. Elementary Italian.
13. Dante.
14. A Course in Criticism.
15. History of American Literature.

It is noted that few have expressed regret for not taking more modern language courses; though this may be explained by the fact that most students naturally interested in English have studied French and German. It is of further significance, moreover, that those who have taken modern language courses, give emphatic testimony to their value as an aid to English study and teaching.

The most common regret of these teachers is their lack of historical information. This lack has been most keenly felt concerning English history, though there is plentiful contrition for neglect of the college courses in ancient and mediaeval history. The necessary background has been in some measure later supplied by independent reading and self-directed study, but the process has been wasteful. Competent guidance in college would have saved tremendously in time and in energy. Several teachers have mentioned, however, the help that has been rendered them by such historians as Green, Gardiner, and Cheyney and the general consensus of opinion is that diligent reading will largely overcome this deficiency.

There is an expression of general disappointment in the courses in psychology and pedagogy, though here and there a witness rises to their defence. Some of the courses failed to appeal because they emphasized the physiological side and neglected the application of psychological principles to educational practice. The courses in education for many were equally futile.

A college teacher writes:

"A course in Institutes and Methods of Education I once took for 'conscience' sake. Perhaps I acquired thereby some merit that I know not of, but I remember that at the time the study seemed singularly barren and I am not now conscious of its having been of assistance in my teaching."

A similar opinion is expressed by a high school teacher:

"In my senior year at college I took a course in contemporary education which I thought would be helpful. I was disappointed, it gave too much theory and too little practice. We answered one after page of questions in regard to *ideal* teaching, but only gained little idea of what our individual problems in the teaching profession would be."

Another high school teacher expresses a similar view in a more poetic vein:

..
The work in psychology and education is supposed to have a special application to the teaching of high school studies, but it had no influence in shaping my work. The boys and girls of Massachusetts are not much like our college professor or our textbook."

A few correspondents, however, acknowledge the help they derived from the courses in psychology and education. Their response suggests possibilities that teachers of these courses have sometimes overlooked. If the instruction can be kept safely within practical limits and not be allowed to evaporate into vague and misty theory, there is no reason why courses in education—particularly if they be accompanied by practice-teaching—may not be made helpful and stimulating. But again, as always, it is personality that counts most.

QUESTION SEVEN

The answers to Question Seven offer various suggestions for enriching the English curriculum. In listing them below the committee is aware that many of these courses are already offered in several of the New England colleges. The suggestions follow:

1. An advanced survey course on literature.
2. Oral interpretation of literature.
3. English history with special stress on the social movement.
4. Nineteenth century literature with special study of romantic poets.
5. Magazine literature—not a composition but a literary course.
6. The Bible as literature.
7. Foreign literature in translation.
8. Philosophy in its relation to English literature.

Most of these courses, we have noted, are already in several of our colleges, but it is significant that teachers who have not had opportunity to take them, have felt their lack. We would therefore commend the list to the consideration of all the colleges. Particularly do we wish to direct attention to the need felt for a course in the oral interpretation of literature. We recognize the danger of striving for mere elocutionary effect, but this is more fatal than the cold and prolonged analysis of separate phrases. We believe that with the need once universally recognized the colleges will find a way to conduct efficient courses in oral interpretation.

We would add to this the desire expressed for more work

preciation. A Yale instructor writes, "If in literary courses scholarship and history were taught, and the subject considered more in its artistic significance, the subject of English literature would in my opinion become more vital and more beneficial."

QUESTION EIGHT

Our concluding question concerns the value of a course specially designed for the training of English teachers. Asked to express opinion of the value of such a course, one correspondent writes: "I have had no experience with such courses. I am sceptical in regard to their value because I feel that method and system are often obtained at the expense or to the suppression of personality and originality, which are far more important. Such training should follow and not precede actual teaching." One other correspondent expressed a similar view.

There is, on the other hand, very general agreement that a course specially designed for the training of English teachers would undoubtedly prove helpful. Most of the teachers confess vague, indefinite, unshaped ideas concerning the methods they used in their first classes. Often these beginners tried to carry over in the high school class-room the methods used by the college professors. Common sense sooner or later asserted itself and demanded methods of a more elementary type. A few acknowledged reliance upon the methods successfully used by their own high school teachers. This proved especially helpful with those who had been so fortunate as to have their high school English under teachers of a virile and dominating personality.

Even in such cases, however, there was a strong testimony concerning the help that a strictly pedagogical training would have given. Such a course would have supplied the young teacher with a refuge of authority and provided a feeling of confidence leading to the period of inexperience where the learner is still

"Cabined, cribbed, confined, bound in
To saucy doubts and fears."

Almost without exception the teachers urge that such a course should be given by some one from the Department of English rather than from the Department of Education, though many

qualify this by saying that after all the determining factor should be personality rather than department allegiance. The preference for the English teacher, however, is supported by a belief that his instruction would be less hampered by elaborate theories and would be vitalized by the practice of his own art in the more restricted English field.

Whether courses for high school English should be conducted by high school or college teachers is an open question. A very large majority of our correspondents express a preference for the high school teacher. As in the preceding case, however, the question is felt to be very largely a matter of training and personality. But the high school teachers are insistent that he who conducts such a course, whether he be a teacher in college or in high school, should have had experience in teaching English in the secondary schools. They want the background to be the background of real practice—not of mere theory.

Concerning the desirability of offering training courses in colleges, we quote below two representative opinions given by two of our correspondents, both of them high school teachers.

"I am sure that a college course designed for the training of English teachers would have given me much in method that has been slowly realized, and invented, in actual experience—without any small loss to some classes—in the teaching of both literature and composition. Such a course could be associated with the work of the Department of Education but I think it should be directed by the English staff, that the material gained in the other courses of the department might be more readily made the basis of the pedagogical study and practice. It would be very valuable to have successful high school teachers of English present the methods in connection with special divisions of English study—drama, lyrics, novel, current literature, narrative writing, and argumentation. Several such assistants, giving a few periods of instruction in the course, would greatly increase its value. I believe that the course should be planned and chiefly carried on by some member of the English staff, familiar—in particular with the various English courses, and—in general—with the course of the curriculum."

The second correspondent writes:

"Most emphatically, I should have been helped by a course for the training of English teachers. As it was, my first year was a series of laboratory experiments, a rather blind attempt to relate practice and theory—a process which still continues. On leaving college I had absolutely no conception of a high school student's standpoint, of what a high school English course should aim at, or of what methods were advisable in the teaching of either literature or composition.

"A course such as is suggested should, I think, cover both literature and composition. Both present grave difficulties; both according to every present judgment gain by co-ordination. It seems best to me that the course be given by a member of the English department well versed in the principles of teaching, who has by personal experience tested these in secondary schools. The course should be accompanied by practice teaching; a theory may come glibly from the lips of an untried teacher but the successful practice of that theory on some forty odd diverse personalities is, to quote Kipling, 'another story.'

"I am greedy: *before during* and *after* practice teaching, seems to me wisest; a preventive, an invigorative tonic, and an elixir for renewed life; or perhaps from the stand-point of the scientist in embryo, a hypothesis, a test, and then deductions. For almost no other profession it seems to me are men and women so poorly trained. More and more each year as I see classes going out from my care, does the realization strike home of how much more they should get than they are getting. For in no other subject is there so great a possibility of teaching life in its full."

Most of those who gave us their testimony were insistent concerning the unquestioned value of practice teaching. Those who have had such experience urged its great value; those who viewed the question on purely theoretical grounds likewise favored it strongly. Where conditions allow it, the committee would strongly urge that practice teaching be developed and extended.

Slightly different from practice teaching as the term is usually employed, is the English assistant's work as developed in the Newton High School. There the policy of the school is to take a college graduate without experience, give her a light teaching schedule and a large amount of theme correcting and let her work

under close supervision. The possibilities of such training are voiced by one of our correspondents who for a year was the special assistant in English at Newton:

"Heads of departments in high schools cannot realize too fully their rare equipment as teachers of pedagogy. In the midst of the work themselves, they can give the most helpful of training to an inexperienced teacher in their department. Large schools might well establish a tradition of apprentices, taking each year a college girl without experience, entrusting to her a class or two and making her sufficiently useful in theme correcting and general assistant duties. Carried out with the deliberate purpose of training the apprentice, this method has possibilities limited only by the missionary spirit of the experienced teachers in the department. As the plan is managed at Newton, the assistant is allowed to visit the classes of the expert teachers, and to attend frequent department meetings. She is often called upon to act as substitute. She is a specialist in theme correcting. Direct supervision from the head of the department is made possible by her limited schedule. Since two freshmen classes are her only position, she has limited opportunity of doing lasting harm to the school system, and since her position is subordinate, she can work out her first year's problems without the distraction of varied responsibilities. The two groups of freshmen, on the other hand, offer ample material to test her resourcefulness. The inspiration of association with enthusiastic teachers, and the advantages of skilled criticism and suggestion are hers. The fact that she gains her training through a genuine connection with the school makes the experience of more value than the artificial situation of the temporary 'practice teacher'."

CONCLUSION.

In summing up the results of these inquiries, we may note that though many of the points emphasized are in no sense novel, and may not suggest the introduction of changes in the college curriculum, yet they at times draw attention to long-established courses and principles whose pedagogical value is often undervalued. Thus it has been interesting to notice that young

teachers continue to find substantial value in what training they have had in the great classics of other tongues, ancient and modern. Any course that stimulated and strengthened their thinking powers or increased their skill in expression has naturally been gratefully remembered and effectively applied. Abundant corroboration has been given us of the view that the best way to train a student to teach is to put him under good teachers, both in secondary school and college. These are certainly not discoveries, yet the frequency of their mention by our correspondents prompts us to record them.

On the other hand, some practical suggestions have emerged, among the most important of which are these:

1. Opportunities for practice teaching with competent criticism should be provided wherever possible. The largest benefit from this practice teaching results when the student begins in the fall and continues the work throughout the year. He starts with more prestige, and he does not subject himself to immediate comparison with the skilled teacher.

2. The larger secondary schools might profit by taking into their employ, direct from the college, promising graduates who intend to make English teaching their profession. The combination of a large amount of theme correcting with a limited teaching schedule is profitable alike to the graduate and the school. For this work four or five hundred dollars would seem a fair salary.

3. Courses in the teaching of elementary composition and literature, such as already exist in some institutions, might well be multiplied. The colleges should enlist the help of successful secondary school teachers in the giving of such courses. When no place can be found for these courses in the regular term, they might advantageously be offered in summer schools. If the college is favorably situated, Saturday classes for teachers in service should be formed. One of these courses should be a course in methods designed for secondary schools.

4. A course in English history, providing a background for English literature.

5. More adequate instruction and practice in reading aloud.

6. It would seem worth while to experiment with a course giving a survey of English literature for advanced students, in

which more stress could be laid upon the significance of movements, the growth of types, and the like, than is possible in the usual introductory outline offered to freshmen. This might well serve not only to bring more detailed studies into perspective, but also to send out the student with good working plans for the enriching of his knowledge of his subject by private reading.

The nature of these proposals, as well as their limited number, suggests the conclusion that, though improvements in detail are called for, yet the general situation with regard to the opportunities for the training of teachers of English does not justify apprehension as to the future of our profession.

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